DOCUMENT RESUME

ED 405 544 CG 027 594

TITLE Parent Satisfaction Survey, 1995/96. Evaluation Report.
INSTITUTION Saginaw Public Schools, Mich. Dept. of Evaluation Services.
PUB DATE Dec 95
NOTE 27p.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adolescents; Children; Daily Living Skills; Elementary Secondary Education; Graduation Requirements; Opinions; *Parent Attitudes; Parent School Relationship; Program Effectiveness; *Satisfaction; *School Effectiveness; *Skill Development; *Student Behavior

ABSTRACT

Parental opinion is an important indicator of educational effectiveness. Parent attitudes toward school effectiveness were measured in this survey to determine one school district's strategic plan concerning community involvement. A random sample of 650 households, representing prekindergarten through twelfth grade, were asked about their satisfaction regarding the school their children attended. Parents were also asked to rate a list of ten graduate standards, goals such as academic achievement and interpersonal relations that all students were expected to achieve upon graduation. A total of 147 parents responded to the survey. Concerning school choice, 85% of parents described their general feelings about the school their child attended as positive and 74.8% indicated if they had a choice of schools, they would continue with the school their children attend. Almost 82% believed that their youngest child was learning what he or she should be learning for the grade. Responses to the graduate standards showed that 83% of parents agreed that the standards were qualities that all graduates should possess upon high school completion. Parents also hoped that more parents would increase their involvement in their children's education. Three appendices list the survey instruments, the graduate standards, and the tabulated results of the survey. (RJM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 405 544

EVALUATION REPORT

1995/96 PARENT SATISFACTION SURVEY

DEPARTMENT OF EVALUATION SERVICES

- PROVIDING ASSESSMENT, PROGRAM EVALUATION AND RESEARCH SERVICES -

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

R. N CLAUS

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Saginaw, Michigan

CG 027594

BEST COPY AVAILABLE

1995/96 PARENT SATISFACTION SURVEY

An Approved Report of the

Department of Evaluation, Testing, and Research

Richard N. Claus

Richard N. Claus, Ph.D.
Manager, Program Evaluation

Barry E. Quimper, Director
Evaluation, Testing, and Research

Dr. Foster B. Gibbs, Superintendent
School District of the City of Saginaw

December, 1995

Table Of Tables

		Page
INTRODUCTION		1
PROCEDURES		2
FINDINGS		4
Satisfaction With Saginaw Public Schools		4
Graduate Standards		5
Suggestions For Further Improvements		6
SUMMARY		7
APPENDIX A:	Cover Letter and Example of one of the Ten Survey Instruments	8
APPENDIX B:	Graduate Standards	11
APPENDIX C:	1995 Saginaw Public Schools Parent Satisfaction Survey Tabulated Results	14

Introduction

The Parent Satisfaction Survey is a parent attitude toward school instrument undertaken to determine a success indicator related to the district's strategic plan concerning community involvement (or goal 4). A random sample of parents with youngsters (prekindergarten through grade 12) in the Saginaw Public Schools was used to estimate parental attitude toward their school. The primary focus of the survey was to determine whether parents are satisfied with the school attended by their children. The survey asked parents to respond to five multiple choice type questions and two open-ended/short answer questions (see Appendix A for a copy of the survey plus the cover letter used).

A secondary purpose of the survey was to gather parental reactions (strongly agree to strongly disagree) toward ten "Graduate Standards" that the district believes each graduate should possess by the time of their graduation. Attainment of the "Graduate Standards" is seen in our Strategic Plan as the ultimate test of an effective school system.

These "Graduate Standards" (see Appendix B for the complete description) are represented in a set of statements of the adult roles, skills and education all students need in order to be successful in the world after graduation from the Saginaw Schools. They represent a consensus of the best knowledge and expertise of the schools' customers, both inside and outside the school system. The Saginaw Schools envision all students achieving the standards. They are concisely stated in the following conceptual categories: 1.) academic achiever, 2.) self-directed learner, 3.) complex thinker, 4.) effective communicator, 5.) individual/group problem solver, 6.) strong interpersonal relater, 7.) collaborative worker, 8.) creative quality producer, 9.) community contributor, and 10.) health conscious individual.

Procedures

A random sample of 650 households were selected from some 8,000+ prekindergarten to twelfth grade households. Respondents were asked a series of questions leading to the main questions that included the following:

- Do you have children in the Saginaw Public Schools?
- What school and grade does your youngest child attend?
- Thinking about the school your child attends, what are your general feelings about it?
- Do you believe that your youngest child is learning what he/she should be for the grade?

The primary question of interest in the survey dealt with the choice of school. It follows:

- If you had a choice of schools to which you could send your child, would you choose the school he/she attends?

A secondary question of interest dealt the extent of agreement respondents had with the set of ten "Graduate Standards" developed by the school district. (See Appendix B for a complete list of the standards.) Since the survey was to be kept short, 65 households each were asked to rate a different "Graduate Standard". The responding parent was asked to rate the "Graduate Standards" on a scale of agreement (strongly agree, agree, undecided, disagree, or strongly disagree) if the standard represented something all students should achieve prior to graduation. A final open-ended question asked parents what suggestions, if any, did they have for improving the district.

On November 10, 1995, a survey instrument plus cover letter (see Appendix A for copies) was mailed out to each household sampled. The cover letter requested that the survey instrument be returned in the stamped, self-addressed envelope on or before November 20, 1995. By December 4, 1995 when results were tabulated, a total of 147 households had returned a completed survey. In addition, 16 households of the original 650 households had incorrect addresses with no forwarding address on file, thus the reachable count of households randomly sampled by mail was 634. The percent returned of the reachable sample was 23.2% (or 147 of the 634).

The findings of the Parent Satisfaction Survey follow on the next page, but the complete set of tabulated results are presented in Appendix C.

Findings

A total of 147 parents responded to the survey of 634 reachable randomly sampled households. Thus, a return rate of 23.2% was obtained from the reachable households sampled. A racial/ethnic breakdown of households returning a survey yielded the following:

Racial/Ethnic	#	%
Black	68	46.3
White	65	44.2
Hispanic	13	8.8
Asian/Oriental	1	0.7
American Indian	0	0.0
	147	100.0

Before the results to the satisfaction, "Graduation Standards", and suggestions to further improve the schools questions are presented, the reader is reminded that the complete results from parents to each survey question are presented in Appendix C. Of the total of 147 responding households/parents, almost all responding parents gave a response to all questions except for the open-ended question about suggestions to further improve the schools.

Satisfaction With Saginaw Public Schools

- All (147 or 100.0%) respondents indicated that they had a child (or children) in the Saginaw Public Schools.
- The majority **(64.6%)** of the parental respondents had their youngest child in **elementary** followed by 18.4% at the middle school and 17.0% at the high school level.
- Almost all **(85.0%)** the respondents described their **general feelings** about the school their child attended as **positive** followed by 10.2% with **negative feelings** and the remaining 4.8% with no feelings indicated.
- Again, almost all **(81.6%)** believe their **youngest child is learning what he/she should be** for the grade he/she is in followed by 15.7% who believe the reverse and 2.7% who had no response.
- Approximately three quarters **(74.8%)** of the respondents indicated if they had a choice of schools to which they could send their child they **would continue to choose the school he/she attends** followed by 23.8% indicating they would not choose the same school and the remaining 1.4% who did not respond to this question.

"Graduate Standards"

Responding parents were also surveyed about the set of ten "Gaduate Standards" that all students should achieve upon graduation. The short length of the survey did not allow the parents to rate all ten standards on the strongly agree, agree, undecided, disagree, and strongly disagree scale. Instead, each group of approximately 65 respondents were asked to rate a single "Graduate Standard" (see Appendix B for a complete description of the "Graduation Standard" as presented to the respondent group). When all the ratings are totaled across all ten "Graduate Standards" the following responses are obtained 42.2% strongly agree, 40.8% agree, 12.9% are undecided, 2.0% disagree, and 2.0% strongly disagree with the "Graduate Standards" taken as a group. Thus, overall a majority of the respondent (83.0%) show agreement versus the combined disagreement minority of respondents (4.0%).

The ratings below are summarized into one of three ratings (strongly agree/agree, undecided, and strongly disagree/disagree). The "Graduate Standards" will be listed in rank order in terms of most agreement to least agreement according to the responding parents sampled. Thus, overall there seems to be substantial agreement with the "Graduate Standards". However, some later standards in the rank order listing netted substantially more undecided and/or disagreement than those first in the rank order listing.

"Graduate Standard"	Strongly Agree/ Agree	Undecided	Strongly Disagree/ Disagree
	%	%	%
1. Health Conscious Individual	100.0	-	-
2. Creative Quality Producer	95.3	-	4.7
3. Complex Thinker	93.3	-	6.7
4. Self-directed Learner	90.9	9.1	-
5. Academic Achiever	88.2	11.8	-
6. Effective Communicator	77.8	16.7	5.5
7. Strong Interpersonal Relater	77.0	15.4	7.6
8. Individual/Group Problem Solver	75.0	25.0	-
9. Collaborative Worker	68.8	25.0	6.2
10. Community Contributor*	57.1	28.6	14.2

*Doesn't total to 100.0% due to rounding.

EST COPY AVAILABLE

Suggestions For Further Improvements

A total of 43 different categories of open-ended comments were made. The entire set of categories along with their frequency of use by respondents is given in Appendix C. The top nine used categories of open-ended responses are listed below. From 11 to 4 different respondents responded in the same or similar manner. The number in parentheses after each suggested improvement indicates the number of parents giving this response.

- More encouragement to parents to be active participants in their child's education (11).
- Keep up the good work (11).
- More discipline around the school so kids can learn and not be harassed (6).
- Teachers, principals, and superintendent who show respect and tolerance for racial, cultural, and political differences (5).
- Bring more discipline into schools (5).
- Challenge each kid at their own level on a daily basis (5).
- Evaluation of individual classroom progress continuously (4).
- More teacher aides to help in large classrooms or reduce class size by adding more teachers (4).
- Security (4).

A summary follows that highlights the major points learned from the 1995/96 Parent Satisfaction Survey.

Summary

During November and the first few days of December, 1995 the Parent Satisfaction Survey (see Appendix A for a copy) was responded to by 147 of 634 reachable households (**23.2% return rate**). The primary purpose of the survey was to determine the satisfaction of parents with the school their youngest child attends. In addition, a secondary purpose was to determine agreement/disagreement with one of ten "Graduate Standards" (see Appendix B for a listing and description of the standards) each student should attain upon graduation from the School District of the City of Saginaw. Another secondary purpose was to obtain open-ended comments on how to further improve the Saginaw Public Schools. Highlights of the findings include the following:

- **Most** (85.0%) parents have **positive general feelings** about their child's school.
- **Again, most** (81.6%) believe **their youngest child is learning what he/she should be** for that grade.
- **Almost three quarters** (74.8%) of the parents **would continue** to send their child to the school he/she now attends.
- Overall, **most** parents strongly agree (42.2%) or agree (40.8%) that the **"Graduate Standards" are qualities that all graduates should possess upon high school completion.**
- The two top suggestions on how to further improve the schools include **keep on doing the good job you are doing** and **encourage parents to be more active participants in their child's education.**

550 Millard Street
Saginaw, Michigan 48607-1193
(517) 759-2200
Fax: (517) 759-2315

SCHOOL DISTRICT OF THE CITY OF SAGINAW

Foster B. Gibbs, Ph.D., Superintendent

APPENDIX A

November 10, 1995

Dear Parent:

The Saginaw Public Schools are doing a survey. The information will be used to help us tell how well our schools are preparing our students.

Your name was randomly selected from a list of parents. Your individual responses will be kept confidential, we will only report grouped answers.

Please take a few moments to answer these few short questions and return the questionnaire in the enclosed self-addressed, stamped envelope. Because your answers are important to our continuing efforts to improve our schools, we hope you can answer and return the questionnaire by Friday, November 17, 1995.

Thank you! Your participation is greatly appreciated.

Sincerely,

Foster B. Gibbs,
Superintendent

ms

Enclosure

Board of Education

Thomas S. Tilot, President Frederick D. Ford, Vice-President Minerva Rosales, Secretary James W. Woolfolk, Treasurer
Jean A. Burk, Trustee Ronald S. Spess, Trustee Willie E. Thompson, Trustee

APPENDIX A

Internal Use Only

1995 Saginaw Public Schools
Parent Satisfaction Survey

Directions: Please either check your answer or fill in the blanks.

1. Do you have children in the Saginaw Public Schools?
   _____ Yes (continue with question 2)
   _____ No (go to question 3)

2. What school and grade does your youngest child attend?
   School: _____
   Grade: _____

3. Think about the school your child attends. What are your general feelings about it?
   _____ Positive
   _____ Negative

4. Do you believe that your youngest child is learning what he/she should be for the grade he/she is in?
   _____ Yes
   _____ No

5. If you have a choice of schools to which you could send your child, would you choose the school he/she attends?
   _____ Yes
   _____ No

6. As you may be aware, the Saginaw City Schools have developed a set of ten Graduate Standards that all students should achieve upon graduation. We know you don't have time to review all of them, but please review and rate the one shown on the back of this sheet.

(Over)

APPENDIX A

Please rate your agreement about whether the "Academic Achiever" should be one of the Graduate Standards.

The "Academic Achiever" is one who:

- demonstrates achievement of academic core curriculum content standards in science, mathematics, language arts, and social studies.
- demonstrates proficiency on Michigan Educational Assessment Program (MEAP) and the State of Michigan's High School Proficiency Tests in science, mathematics, communication arts, and social studies.
- reads, writes, speaks and listens effectively and appropriately in a variety of settings, and for a variety of audiences.
- understands and uses basic mathematics skills to reason and communicate mathematically to solve real world problems.
- makes connections between and among subject areas.
- learns and uses scientific knowledge and ways of thinking, through the study of the life and physical sciences and technological systems.
- demonstrates effective, responsible citizenship through the study of history, geography, economics, civics, humanities, and the free enterprise system.
- examines and makes career choices and plans educational programs to meet these goals.

_____ Strongly Agree
_____ Agree
_____ Undecided
_____ Disagree
_____ Strongly disagree

What suggestions, if any, do you have for improvement? _____

_____

_____

_____

Thank you for your time and your answers!

If you would like to review or have a copy of the ten Graduate Standards, please contact Mr. Burris Smith at (517) 759-2213

Graduate Standards

The Graduate Standards are a statement of the adult roles, skills and education all students need in order to be successful in the world after graduation from Saginaw Schools. They represent a consensus of the best knowledge and expertise of our customers, both inside and outside the school system. It comes from people who live, work, and prosper in the world around us. We envision all students achieving the Standards; our Mission is to ensure that vision becomes reality.

ACADEMIC ACHIEVERS, who:

- Demonstrate achievement of academic core curriculum content standards in science, mathematics, language arts, and social studies.
- Demonstrate proficiency on MEAP and High School Proficiency Tests in science, mathematics, communication arts, and social studies.
- Read, write, speak and listen effectively and appropriately in a variety of settings, and for a variety of audiences.
- Understand and use basic mathematics skills to reason and communicate mathematically to solve real world problems.
- Make connections between and among subject areas.
- Learn and use scientific knowledge and ways of thinking, through the study of the life and physical sciences and technological systems.
- Demonstrate effective, responsible citizenship through the study of history, geography, economics, civics, humanities, and the free enterprise system.
- Examine and make career choices and plan educational programs to meet these goals.

SELF-DIRECTED LEARNERS, who:

- Maintain regular attendance
- Demonstrate self-starter behaviors
- Commit to task/project completion
- Seek and use information with or without direction.
- Use tools, technology, and resources appropriately.
- Conceptualize, theorize, and apply knowledge.
- Synthesize, evaluate, and select plans of action.
- Display responsibility, self-motivation, self-esteem, curiosity, persistence, and are goal-oriented.
- Seek and set standards, by which they evaluate their own work.

COMPLEX THINKERS, who:

- Analyze, synthesize, and evaluate available resources and information in a logical, flexible, and innovative manner to make decisions and solve problems in a variety of situations.
- Make connections between learning and real life.
- Express creativity.
- Understand many points of view.

APPENDIX B

EFFECTIVE COMMUNICATORS, who:

- Speak and write English with clarity and purpose, through various styles and forms of communication.
- Know and understand non-verbal communication.
- Share, elicit, and actively listen to ideas, logic, and different points of views.
- Interpret and communicate data from text, graphs, charts, and other sources.

INDIVIDUAL/GROUP PROBLEM SOLVERS, who:

- Evaluate situations and problems appropriately.
- Hypothesize, associate, and predict.
- Use problem-solving skills.
- Construct and verbalize solutions.
- Identify, organize, plan, and allocate resources.
- Choose ethical courses of action.
- Understand group dynamics and leadership skills, apply negotiation skills, and facilitate consensus.
- Apply technology to solve problems.
- Listen to, share, and accept different opinions.

STRONG INTERPERSONAL RELATERS, who:

- Respect the feelings and ideas of others.
- Achieve consensus and exhibit a willingness to compromise.
- Perform with reliability and tenacity.
- Accept responsibility and understand consequences of actions.
- Understand when to lead and when to follow.
- Constructively manage conflict within themselves and between and among others.

COLLABORATIVE WORKERS, who:

- Demonstrate group skills, integrate interpersonal relationships and are effective in multiple roles to accomplish goals within a multicultural diverse setting.
- Practice basic communication skills to encourage and motivate members to work to their potential.
- Recognize and use techniques to achieve consensus and compromise in making appropriate decisions.
- Interact in a positive manner and maintain a sense of humor in sharing praise and criticism.
- Demonstrate flexibility and innovation.
- Express and manage critical thinking skills in sharing and considering ideas.

APPENDIX B

CREATIVE QUALITY PRODUCERS, who:

- Are able to work individually and collaboratively in culturally diverse groups, creating intellectual, artistic, and practical products.
- Foster, develop, and sustain supportive, productive relationships.
- Support their own and others' originality, high standards, and the application of problem-appropriate technologies, resources, and information.
- Anticipate, assess, and work toward resolution of challenges and problems faced in a rapidly changing global society.
- Seek and set standards by which they evaluate their own work.

COMMUNITY CONTRIBUTORS, who:

- Contribute their knowledge, time, and talents to making their neighborhood and community a better place to live.
- Participate in community projects.
- Relate to others and possess respect and tolerance for cultural, racial, and political differences.
- Possess a willingness and ability to work with others.
- Express self-assurance and good communication skills

HEALTH CONSCIOUS INDIVIDUALS, who:

- Practice and exhibit a healthy life-style.
- Understand and value proper nutrition.
- Recognize and practice physical fitness activities.
- Display the ability to handle stress in responsible ways.

APPENDIX C

1995 Saginaw Public Schools
Parent Satisfaction Survey

Directions: Please either check your answer or fill in the blanks.

1. Do you have children in the Saginaw Public Schools?

#	%
147	(100.0)
0	(0.0)
147	(100.0)

2. What school and grade does your youngest child attend?

#	%	
95	64.6	Elementary
27	18.4	Middle School
25	17.0	High School
147	100.0	

3. Think about the school your child attends. What are your general feelings about it?

#	%	
125	64.6	Positive
15	10.2	Negative
7	4.8	No response
147	100.0	

4. Do you believe that your youngest child is learning what he/she should be for the grade he/she is in?

#	%	
120	81.6	Yes
23	15.7	No
4	2.7	No response
147	100.0	

5. If you have a choice of schools to which you could send your child, would you choose the school he/she attends?

#	%	
110	74.8	Yes
35	23.8	No
2	1.4	No response
147	100.0	

6. As you may be aware, the Saginaw City Schools have developed a set of ten Graduate Standards that all students should achieve upon graduation. We know you don't have time to review all of them, but please review and rate the one shown on the back of this sheet.

   Please rate your agreement about whether the "Health Conscious Individuals" should be one of the "Graduate Standards".

   The "Health Conscious Individual" is one who:

   - practices and exhibits a healthy life-style.
   - understands and values proper nutrition.
   - recognizes and practices physical fitness activities.
   - displays the ability to handle stress in responsible ways.

#	%	
7	50.0	Strongly Agree
7	50.0	Agree
0	0.0	Undecided
0	0.0	Disagree
0	0.0	Strongly Disagree
14	100.0	

APPENDIX C

Please rate your agreement about whether the "Creative Quality Producer" should be one of the "Graduate Standards".

The "Creative Quality Producer" is one who:

- is able to work individually and collaboratively in culturally diverse groups, creating intellectual, artistic, and practical products.
-
- fosters, develops, and sustains supportive, productive relationships.
- supports his/her own and others' originality, high standards, and the application or problem-appropriate technologies, resources, and information.
- anticipates, assesses, and works toward resolution of challenges and problems faced in a rapidly changing global society.
- seeks and sets standards by which they evaluate their own work.

#	%	
6	28.6	Strongly Agree
14	66.7	Agree
0	0.0	Undecided
0	0.0	Disagree
1	4.7	Strongly Disagree
21	100.0	

Please rate your agreement about whether the "Complex Thinker" should be one of the "Graduate Standards".

The "Complex Thinker" is one who:

- analyzes, synthesizes, and evaluates available resources and information in a logical, flexible, and innovative manner to make decisions and solve problems in a variety of situations.
- make connections between learning and real life.
- expresses creativity.

• understands many points of view.

#	%	
8	53.3	Strongly Agree
6	40.0	Agree
1	6.7	Undecided
0	0.0	Disagree
0	0.0	Strongly Disagree
15	100.0	

Please rate your agreement about whether the "Self-directed Learner" should be one of the "Graduate Standards".

The "Self-directed Learner" is one who:

- maintains regular attendance.
- demonstrates self-starter behaviors.
- commits to task/project completion.
- seeks and uses information with or without direction.
- uses tools, technology, and resources appropriately.
- conceptualize, theorizes, and applies knowledge.
- synthesizes, evaluates, and selects plans of action.
- displays responsibility, self-motivation, self-esteem, curiosity, persistence, and is goal-oriented.
- seeks and sets standards, by which to evaluate his/her own work.

#	%	
4	36.4	Strongly Agree
6	54.5	Agree
1	9.1	Undecided
0	0.0	Disagree
0	0.0	Strongly Disagree
11	100.0	

APPENDIX C

Please rate your agreement about whether the "Academic Achiever" should be one of the "Graduate Standards".

The "Academic Achiever" is one who:

- demonstrates achievement of academic core curriculum content standards in science, mathematics, language arts, and social studies.
- demonstrates proficiency on Michigan Educational Assessment Program (MEAP) and the State of Michigan's High School Proficiency Tests in science, mathematics, communication arts, and social studies.
- reads, writes, speaks and listens effectively and appropriately in a variety of settings, and for a variety of audiences.
- understands and uses basic mathematics skills to reason and communicate mathematically to solve real world problems.
- makes connections between and among subject areas.
- learns and uses scientific knowledge and ways of thinking, through the study of the life and physical sciences and technological systems.
- demonstrates effective, responsible citizenship through the study of history, geography, economics, civics, humanities, and the free enterprise system.
- examines and makes career choices and plans educational programs to meet these goals.

#	%	
12	70.6	Strongly Agree
3	17.6	Agree
2	11.8	Undecided
0	0.0	Disagree
0	0.0	Strongly Disagree
17	100.0	

Please rate your agreement about whether the "Effective Communicator" should be one of the "Graduate Standards".

The "Effective Communicator" is one who:

- speaks and writes English with clarity and purpose, through various styles and forms of communication.
- knows and understands non-verbal communication.
- shares, elicits, and actively listens to ideas, logic, and different points of view.

- interprets and communicates data from text, graphs, charts, and other sources.

#	%	
7	38.9	Strongly Agree
7	38.9	Agree
3	16.7	Undecided
1	5.5	Disagree
0	0.0	Strongly Disagree
18	100.0	

Please rate your agreement about whether the "Strong Interpersonal Relater" should be one of the "Graduate Standards".

The "Strong Interpersonal Relater" is one who:

- respects the feelings and ideas of others.
- achieves consensus and exhibits a willingness to compromise.
- performs with reliability and tenacity.
- accepts responsibility and understands consequences of actions.
- understands when to lead and when to follow.
- constructively manages conflict within his/her self and between and among others.

#	%	
5	38.5	Strongly Agree
5	38.5	Agree
2	15.4	Undecided
1	7.6	Disagree
0	0.0	Strongly Disagree
13	100.0	

Please rate your agreement about whether the "Individual/Group Problem Solvers" should be one of the "Graduate Standards".

The "Individual/Group Problem Solver" is one who:

- evaluates situations and problems appropriately.
- hypothesizes, associates, and predicts.
- uses problem-solving skills.

- constructs and verbalizes solutions.
- chooses ethical courses of action.
- understands group dynamics and leadership skills, applies negotiation skills, and facilitates consensus.
- applies technology to solve problems.
- listens to, shares, and accepts different opinions.

#	%	
1	12.5	Strongly Agree
5	62.5	Agree
2	25.0	Undecided
0	0.0	Disagree
0	0.0	Strongly Disagree
8	100.0	

Please rate your agreement about whether the "Collaborative Worker" should be one of the "Graduate Standards".

The "Collaborative Worker" is one who:

- demonstrates group skills, integrates interpersonal relationships and is effective in multiple roles to accomplish goals within a multiculturally diverse setting.
- practices basic communication skills to encourage and motivate members to work to their potential.
- recognizes and uses techniques to achieve consensus and compromise in making appropriate decisions.
- interacts in a positive manner and maintains a sense of humor in sharing praise and criticism.
- demonstrates flexibility and innovation.
- expresses and manages critical thinking skills in sharing and considering ideas.

#	%	
7	43.8	Strongly Agree
4	25.0	Agree
4	25.0	Undecided
0	0.0	Disagree
1	6.2	Strongly Disagree
16	100.0	

APPENDIX C

Please rate your agreement about whether the "Community Contributor" should be one of the "Graduate Standards".

The "Community Contributor" is one who:

- contributes his/her knowledge, time, and talents to making their neighborhood and community a better place to live.
- participates in community projects.
- relates to others and possesses respect and tolerance for cultural, racial, and political differences.
- possesses a willingness and ability to work with others.
- expresses self-assurance and good communication skills.

#	%	
5	35.7	Strongly Agree
3	21.4	Agree
4	28.6	Undecided
1	7.1	Disagree
1	7.1	Strongly Disagree
14	99.9*	

When the ten "Graduate Standard" results above are added together by response category, the following overall ratings were obtained:

#	%	
62	42.2	Strongly Agree
60	40.8	Agree
19	12.9	Undecided
3	2.0	Disagree
3	2.0	Strongly Disagree
147	99.9*	

What suggestions, if any, do you have for improvement?

More encouragement to parents to be active participants in child's education. (11)**
Keep up the good work (none). (11)
More discipline around the school so kids can learn and not be harassed. (6)

*Due to rounding.
**Number of households/parents giving the same or similar response.

Teachers, principals, and superintendent that shows respect and tolerance for racial, cultural, and political differences (more black teachers on west and more white teachers on east). (5)
Bring more discipline into schools. (5)
Challenge each kid at their own level on a daily basis. (5)
More teacher aides to help in large classrooms or reduce class size by adding more teachers. (4)
Security. (4)
Evaluation of individual classroom progress continuously. (4)
Evaluation of teachers continuously. (3)
Computers in all classes for all students to use. (3)
Inside activities for children during winter morning before school and lunch hours. (3)
More emphasis on the three R's throughout the grades. (3)
Include art, music, and physical education at all elementary grades. (3)
Settle contract prior to the start of school, they deserve good pay for good work. (2)
Solve traffic congestion problem at school when picking up student. (2)
Schools should not be teaching morality or providing social engineering. (2)
A Superintendent and principal who responds to problems. (2)
More special education staff (smaller teacher/student ratio). (2)
Staggered release of students. (2)
Eliminate combination classrooms. (1)
No meditation, chanting, or relaxing techniques taught in the schools. (1)
Better playground supervision. (1)
Schools of choice. (1)
Provide algebra class at middle school. (1)
Improve faculty, curriculum, and environment at middle and high schools. (1)
Tutor and tutee program. (1)
Bring prayer into schools. (1)
Increase communication/contact between parents and teachers. (1)
Seek out gang members and put them away. (1)
Build another high school. (1)
Zilwaukee's fifth grade could continue on at Zilwaukee as sixth graders. (1)
Students should be able to understand many points of view. (1)
Retain students who are not learning. (1)
More after school programs. (1)
Stop upping standards for graduation. (1)
More individual counseling for high school students. (1)
More signs to let people know that there are kids home and going to and from school. (1)
Provide school bus in the winter for elementary students. (1)
Year around school sessions. (1)

APPENDIX C

"Graduate Standards" sound like double talk to me. (1)
Improve the lunch menus with more health and fresh fruits and vegetables. (1)
No longer offer open enrollment. (1)